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(REV)

REGIONAL MEETINGS IN EVALUATION RESEARCH, FINAL REPORT.  
SEASHORE, CHARLES N.

MZI43848 NATIONAL TRAINING LABS., WASHINGTON, D.C.

BR-6-1382

17-OCT-66 DEC-6-10-209

EDRS PRICE MF-\$0.09 HC-\$0.96 24P.

\*EDUCATIONAL RESEARCH, METHODS RESEARCH, RESEARCH METHODOLOGY, OPPORTUNITIES, STATE PROGRAMS, \*STATE AID, SCHOOL DISTRICTS, EDUCATIONAL PROGRAMS, \*EVALUATION METHODS, \*EVALUATION TECHNIQUES, \*PROGRAM EVALUATION, REGIONAL PROGRAMS, \*PLANNING MEETINGS, MEETINGS, ADMINISTRATIVE PERSONNEL, TRAINING, ELEMENTARY EDUCATION, SECONDARY EDUCATION, LEGISLATION, EDUCATIONAL LEGISLATION, FEDERAL LEGISLATION, DISTRICT OF COLUMBIA, PUBLIC LAW 89-10

THIS RESEARCH TRAINING PROGRAM PROVIDED FOR NINE REGIONAL MEETINGS FOR STATE DEPARTMENT OF EDUCATION PERSONNEL WHO WERE ASSOCIATED WITH EVALUATION RESEARCH SECTIONS OF PROPOSALS FROM LOCAL SCHOOL DISTRICTS FOR FUNDS UNDER PUBLIC LAW 89-10 (ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965). THE MEETINGS WERE STAFFED BY FOUR-MAN TEAMS OF CONSULTANTS IN TRAINING DESIGN, EDUCATIONAL RESEARCH, AND STATE DEPARTMENT OF EDUCATION ADMINISTRATION. OBJECTIVES OF THE MEETINGS WERE TO (1) REVIEW THE EVALUATIVE RESEARCH REQUIREMENTS AND OPPORTUNITIES OF PUBLIC LAW 89-10, (2) REVIEW BASIC CONCEPTS IN EVALUATION RESEARCH AND EXPLORE POSSIBLE POINTS OF INFLUENCE WHEREBY STATE DEPARTMENT PERSONNEL COULD UPGRADE THE QUALITY OF EVALUATION RESEARCH, (3) EXAMINE TYPICAL RESEARCH DESIGNS, (4) DEVELOP EDUCATIONAL RESEARCH, (5) STIMULATE PLANNING FOR LONG-TERM RESEARCH OBJECTIVES, AND (6) PROVIDE A MODEL FOR CONDUCTING CLINICS BY STATE DEPARTMENT PERSONNEL FOR LOCAL SCHOOL DISTRICT PERSONNEL. A ROSTER OF THE STAFF AND PARTICIPANTS WHO ATTENDED EACH OF THE FIVE EASTERN REGION MEETINGS AND THE FOUR WESTERN REGION MEETINGS IS PRESENTED IN THE REPORT. IT HAS CONCLUDED THAT THIS TRAINING PROGRAM INDICATED THE FEASIBILITY OF SEVERAL SHORT-TERM MEETINGS WITHIN A SHORT PERIOD OF TIME HOLDING THE INTEREST AND ATTRACTING THE PARTICIPATION OF PROFESSIONALS IN THE EDUCATIONAL RESEARCH FIELD. (REFER TO ED 010 230 FOR ADDITIONAL INFORMATION.) (JC)

ED010229

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**U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE  
Office of Education**

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**FINAL REPORT**

**Contract No. OE-6-10-209**

**REGIONAL MEETINGS IN EVALUATION RESEARCH**

**October 17, 1966**

**U.S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE**

**Office of Education  
Bureau of Research**

**REGIONAL MEETINGS IN EVALUATION RESEARCH**

**Contract No. OE-6-10-209**

**Dr. Charles N. Seashore  
Program Director**

**October 17-20, 1966**

**and**

**October 24-27, 1966**

The training program reported herein was conducted pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment of the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

**National Training Laboratories  
Division of  
National Education Association  
Washington, D.C.**

## I. OBJECTIVES OF THE RESEARCH TRAINING PROGRAM

This project provided for nine regional meetings for state department of education personnel who were associated with evaluation research sections of proposals from local school districts for funds under P.L. 89-10. These meetings were staffed by four-man teams of consultants in training design, educational research, and state department of education administration. They were designed to meet the following objectives:

1. To fully review the evaluation research requirements and opportunities of P.L. 89-10.
2. To review basic concepts in evaluation research which will serve as guidelines for state agencies in evaluating local school district proposals.
3. To explore possible points of influence whereby state department personnel can upgrade the quality of evaluation research.
4. To examine typical research designs that can be utilized in evaluating the major type of programs which will be proposed by local school districts, including different levels of sophistication in design.
5. To develop models for utilizing educational research resources in the state to assist local school districts.
6. To stimulate planning for long-term research objectives, including the dissemination and utilization of the research.
7. To provide a model for conducting clinics by state department personnel for local school district personnel.

## II. PROCEDURES

The urgency of this program in helping state department of education personnel give assistance to local school districts meant that the programs should be held as early in the fall as possible. The five Eastern Region meetings were held in Boston, New York, Charlottesville, Atlanta, and Chicago from October 17 through October 20, 1965, beginning with a Sunday evening meeting and going through Wednesday afternoon. The four Western Region meetings were held in Kansas City, Dallas, Denver, and San Francisco from October 20 through October 24, 1965, with a similar time schedule. A roster of the staff and participants who attended each of these programs is included in Appendix A.

Participants were invited following an invitation from the U.S. Office of Education to the state departments of education which was asked to nominate four to six persons to attend the program. In some cases, local school district personnel were included as well as state department of education representatives.

### III. DESIGN OF THE PROGRAM

The task of designing the programs was divided between a planning group representing the U.S. Office of Education, National Training Laboratories, State Departments of Education, and educational researchers. These preliminary plans were then developed in further detail by the chairmen of each of the nine programs which met prior to the first meetings. Further designing was done by the staff group of four which met one day prior to the meeting.

Emphasis was placed on the utilization of the experiences, problems, materials, and plans of the participant group so that the format of each meeting was flexible enough to be modified as appropriate. However, three alternative designs were developed for each staff to draw upon, and these designs represent the kinds of sessions that were included in the various meetings. Although no two meetings were exactly alike, most of them drew heavily upon Design I with some modifications using techniques outlined in Designs II and III.

#### A. Design I

Monday A.M. Objective: To move from statement of problem to analysis of forces operating within problem on evaluation.

9:15 Force-field analysis of change forces and restraining forces in evaluation:  
within state  
within self  
state laws  
administrative structure

11:00 What issues and forces will our state department have to deal with? (State groups meet separately. No staff present but available to be called into group for consultation).

Monday P.M. Objective: To clarify various levels, purposes and formats of evaluation, up to and including evaluation research and research.

Structure: Large meeting with buzz groups.

Procedure: Present lecturette on concept of levels of evaluation, format, etc. Provide example of research that exemplified the concept, with brief buzz session following.

Do the same for each concept, level of evaluation, research format.

Monday Evening. Objective: To practice and apply concepts of levels of evaluation to a concrete case in cross-state groups. To clarify the acceptable as well as most ideal levels of evaluation research. To give examples of the acceptable as well as most ideal levels of evaluation research.

(Staff meeting in evening after last session. Possibility of one member of each state meeting with staff to review events of the day and to give the staff feedback for future planning).

Tuesday A.M. Objective: To continue the application and analysis of research concepts in concrete situations of differing complexity.

Structure: Four work groups, A, B, C, D, with staff leader.  
1½ hours. Each group is given a concrete study, analyze the study in terms of research concepts, evaluation, etc.

The same procedure with a more complex case.

Tuesday P.M.

Each group design a study based upon a common problem presented to the group by the staff. (1½ hours)

Total group comes together and each group presents the study they have designed for total group analysis.

Staff can feed in additional concepts and elaboration of previous concepts where appropriate. (1½ hours)

Tuesday Evening

State groups meet separately, prepare guidelines (time plan), discuss deficiencies and resources in the state, discuss degree of initiative the state desires to take in program.

Wednesday A.M.

Each group reports to total group the previous night's discussion and conclusions.

Total group discusses future programming, aspirations, lifting of sights.

Total group discusses how to achieve goals, disseminate information to local districts, use consultants, communicate with each other.

Small state groups meet to discuss re-model of plan, goals, changed attitudes, etc.

Wednesday P.M.

Report of state group

Discussion of broad goals of education

Evaluation of workshop

B. Design II

Monday A.M. and P.M.

**Purpose:** To increase awareness of various levels of research design sophistication.

**Structure:** Presenter (staff); buzz groups by states preceding or following each topic.

- Topics:**
1. Uses of single vs. multiple measures
  2. Plans for data collection (a la Campbell-Stanley)
  3. Simple vs. complex data analyses
  4. Problems in measuring changes\*
  5. Problems of reliability, validity, and bias
  6. Relation of choice of measure to subject group and purposes of research
  7. Problems of sampling and randomization

**Presentation of Presage - Process - Product Model\*\***  
Examples of complex designs from which simple comparisons would have led to inappropriate conclusions. (Buzz first)

\* Lord, F., Elementary Models for Measuring Change. in Harris, C.W. (Ed.) Problems in Measuring Change, Madison: University of Wisconsin Press, 1963, opening pp.

\*\*Mitzel, H. E. (title like Teacher Effectiveness Research) Encyclopedia of Educational Research, McMillan, 1960 (?)

Monday Evening

**Purpose:** To develop awareness of whether an objective is stated in sufficiently behavioral fashion to be testable.\*

**Structure:** Staff presenter followed by work groups across states.

- Topics:**
1. Group work to identify as wide a variety of educational goals as possible.
  2. Presentation: Statement of educational goals in behavioral terms.\*\*
  3. Group work to convert as many goals as possible into behavioral terms, and identify those which cannot be made behavioral.

\* Meger, (title like: Developing Behavioral Objectives), reference to be supplied.

\*\* Example: Make "faster good citizenship" behavioral.

Tuesday Morning:

**Purpose:** To examine the uses of evaluation research data.

**Structure:** Presenter (staff) followed by cross-state work groups.

**Presenter:** Concept of feedback from research as a basis for evaluating program changes.

**Work groups:** Identify possible situations in which research feedback might help settle practical problems.

**Break**

**Purpose:** To present Force Field Analysis as a model for identifying forces supporting and restraining change.

**Structure:** Staff Presenter lecture and demonstration.

**Topic:** Force Field Analysis

Tuesday Afternoon:

**Purpose:** To identify forces which support or restrain the conduct of evaluation research and/or the use of feedback from it.

**Structure:** Work groups by state.

**Topic:** Force Field Analysis of home state.

Report to total group for cross fertilization.

Tuesday Evening:

**Purpose:** To clarify possible roles of the State Department in implementing the law.

**Structure:** A role play in state groups, followed by small group discussion and report back to total group.

**Topic:** Role play of state department representative, consulting with local school district representative, followed by small group discussion, reported to total group.

**Questions:** What possible roles is it appropriate for a state department to play in:

- a. dissemination of research results
- b. fastening use of feedback from evaluation research
- c. increasing level of sophistication of research
- d. helping local districts relate past research to their own research plans.

Wednesday Morning:

**Purpose:** To apply clinic learnings to evaluation of research proposals.

**Structure:** Triads: representative of local school district, representative of state department, and observer.  
Roles Rotate.  
Staff floats for consultation.

**Topics:** Presentation of research plan by school district representative, consultation by state department representative.  
Analysis of: A research presentation  
A consultation process.

**Break**

**Purpose:\*** To identify possible changing roles of state department re: (a) local school districts; (b) Federal Government in relation to other aspects of state department function affected by the Education Bill.

**Structure:\*** State work groups, floating staff, report to total group.

**Purpose:** To provide opportunities for discussion of problems of special interest.

**Structure:** Discussion groups led by staff or participants with special skill - based on survey of participants.

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**\* Alternate Activities**

Wednesday Afternoon:

**Purpose:** Identify points of influence on the time-line of application development and processing at which state department may effect change.

**Structure:** State work groups; floating staff; report to total group.

**Topic:** As indicated.

**Purpose:** Evaluate Clinic

**Structure:** State work groups; report to total group.

**Topics:** Implications of clinic for state department functions in relation to local districts.

What of clinic was relevant, or useful; what was not?

**C. Design III**

**Monday Morning:**

**Objective:** To develop some perspectives on evaluation

**Structure:** Staff presentation -  
(a) Levels of sophistication in research  
(b) Identification of decisions left to the State

**Participants in State groups discuss:**  
(a) Forces affecting level of activity  
(b) State goals relative to evaluation

**Recorders introduce group - Report back on 2a and b**

**Two staff members record forces and goals on newsprint.**

**Monday Afternoon:** Continuation of morning program.

**Four cross-state work groups, A, B, C, D, using "School Programs for the Disadvantaged."**

(a) Select one proposal and as a team try to: delineate goals of an evaluation design for that proposal and identify and expand on means for carrying out the evaluation. (Each staff member will be a resource to a group.)

**Monday Evening:** Continuation of afternoon program.

**Afternoon work groups report to whole group.**

(a) Group A will particularly note presentation of Group B; Group B note C; Group C note D; Group D note A.

**Buzz groups on critique of presentations of group noted.**

**Critique groups report back.**

**Staff having conferred during buzz groups will report on problems encountered in evaluative experiences of the groups.**

**Tuesday Morning:**

**Objective:** To move from program purpose to measurement.

**Structure:** Four cross-state work groups select projects from same manual or from proposed projects from Congressional hearing report. Groups will try to identify concepts inherent in the selected project (e.g. citizenship, reading level, self-concept, occupational goals.)

Tuesday Afternoon:

Using proposals or abstracts of research design, the four cross-state work groups will review such proposals and offer a critique of

- (a) concepts identified,
- (b) the means used to measure the concepts,
- (c) the usefulness of the projects.

What does it add to our knowledge?

Tuesday Evening:

Return to state groups.

- (a) Purpose of the discussion is to identify criteria to be used in assessing research proposals.
- (b) Staff will be available for resource help.

Wednesday Morning:

Objective: To develop a plan of action for our states.

Structure: State groups, using time-line sheets, develop a state plan.

Cross-state consultation in pairs to refine further lines of direction and to check out time-line plans.

Wednesday Afternoon:

Group together to discuss human values in an evaluation program. Buzz groups to facilitate presentation and discussion.

New issues in the Federal-State-Local front.  
Secular - secret. Public - private. Evaluation of import of this money on these relationships.

Particular emphasis was placed on the understanding of the Guidelines from the U.S. Office of Education which were in tentative draft at the time of the meetings. A representative of the Office of Education also attended a part of each meeting and assisted in clarifying the nature of the evaluation requirements of Title I of P.L. 89-10 and also clarified the nature of the educational research training program being developed by the Office of Education.

The intermediate week between the Eastern meetings and the Western meetings made it possible to review the designs and outcomes of the first five programs and make some modifications in the designs for the later meetings.

**IV. WRITTEN PRODUCTS**

A major effort was made to summarize the kinds of material which would be helpful for state department of education personnel, and this document, entitled "A guide to Evaluation of Title I of the Elementary and Secondary Education Act of 1965," authored by Lawrence E. Schlesinger, was delivered

to the Office of Education March 31, 1966. It was planned that this be edited and disseminated to all local school districts in the country. In addition, the design of each meeting served as a model which each participant could take back home in working with groups in his state.

## V. EVALUATION OF THE PROGRAM

At the end of each meeting a post-meeting reaction sheet was distributed, and the results are fairly consistent across all of the different programs. Each objective was listed and scored on a 5-point scale, with 1 meaning that the objective was ignored, overlooked, or met to a minimum degree, and 5 meaning that the objective was covered completely to their satisfaction. The mean scores across the nine programs are given below each of the objectives, as follows:

1. To fully review the evaluation research requirements and opportunities of P.L. 89-10.  
Mean score: 3.52
2. To review basic concepts in evaluation research which will serve as guidelines for state agencies in evaluating local school district proposals.  
Mean score: 3.62
3. To explore possible points of influence whereby state department personnel can upgrade the quality of evaluation research.  
Mean score: 3.37
4. To examine typical research designs that can be utilized in evaluating the major type of programs which will be proposed by local school districts, including different levels of sophistication in design.  
Mean score: 3.90
5. To develop models for utilizing educational research resources in the state to assist local school districts.  
Mean score: 2.91
6. To stimulate planning for long-term research objectives, including the dissemination and utilization of the research.  
Mean score: 3.21
7. To provide a model for conducting clinics by state department personnel for local school district personnel.  
Mean score: 3.36

In addition to these reactions, three areas were identified by both staff and participants as problems that were faced at the meetings:

### 1. Participants' expectations.

The staff indicated that most participants were uncertain as to the purposes of the meetings. A number of them felt Title IV of P.L. 89-10 was the proposed subject; others thought it was to be a workshop on how to write proposals; and many said they would have liked some preliminary

material beforehand. A number of the participants in the Eastern meetings had just returned from the administrative conference in Atlanta and thought the evaluation meetings would be a continuation of the same. Several of the staff felt this belief was responsible for an initial low level of interest.

2. Importance of evaluation research.

Several participants felt the evaluation requirements of proposals would serve as a barrier to distributing needed funds, and expressed a greater interest in learning the do's and don't's of writing evaluation sections of proposals rather than exploring the rationale and techniques of evaluation research.

3. Resistance to programs.

A number of staff teams discerned some degree of resistance to their initial efforts on evaluation research. They discovered many participants had some important feelings which had to be dealt with before evaluation designs could be realistically considered. A number of state department personnel felt they could be in the position of serving a holding action as they realized that local proposals would not meet the evaluation requirements but that local public opinion would be adamant in its demand for X number of dollars as computed from the formula in the Bill. This led some to feel they might have to approve every proposal which came to their attention. Others felt the consideration of state guidelines on evaluation would be premature as they expected a detailed pre-emptive statement from Washington.

## VI. ACCOMPLISHMENTS

This training program indicated the feasibility of mounting short-term meetings in a short space of time, including the interest and participation of professionals in the field of educational research. The evaluation data indicate that some progress was made towards reaching the objectives of the program despite a great deal of unclarity about the evaluation requirements, the role of state department of education personnel in administering the provisions of P.L. 89-10, and the tentative nature of the guidelines available from the U.S. Office of Education. It remains quite clear, however, that this population of people are in need of a much more substantial program in research design before achieving any sophistication in evaluation research. In the main, their concerns were more administrative than substantive, and the decision to prepare a major document was an attempt to provide some further resources which could be referred to for guidance in evaluation research where there were only minimal skills in actual conduct of research.

VII. ACCOUNTING OF THE PROJECT TO DATE

<u>Category</u>	<u>Total Expended</u>
1. Personnel	
A. National Training Laboratories	
Central Office Staff	
Dr. Charles Seashore, Project Director	\$ 3,275.69
Dr. Cyril R. Mill, Assistant Project Director	1,672.96
Mr. Robert A. Luke, Staff Assistant	754.87
Miss Carol Jacoby, Project Secretary	1,376.82
B. Consultant Staff	
Staff for Regional Meetings	16,000.00
Additional Consultation, Robert Chin	100.00
Writing of Resource Book, Dr. Lawrence Schlesinger	4,600.00
2. Supplies and Material	
A. Office and Regional Meetings Supplies	911.00
B. Communications	966.68
C. Miscellaneous	781.89
3. Services	
A. Duplicating	446.78
B. Postage and Express	337.66
4. Travel	
A. National Training Laboratories	
Central Office Staff	443.82
B. Staff for Regional Meetings	2,595.12
C. Participants at Meetings	15,944.62
D. Consultant - Dr. Lawrence Schlesinger	23.40
5. Per Diem	
A. National Training Laboratories	
Central Office Staff	9.75
B. Staff for Regional Meetings	2,634.85
C. Participants at Meetings	14,771.63
	<hr/>
TOTAL - Direct Costs	\$ 67,647.64
6. Overhead - 8% of Direct Costs	<hr/>
	5,411.80
	<hr/>
GRAND TOTAL	\$ 73,059.34

Amount of Grant Funds Received: \$ 73,059.34

Note: The above amounts were billed to the U.S. Office of Education in detail by monthly statements.

APPENDIX A

Roster of Participants and Staff  
(listed by State)  
Eastern Regions  
October 17-20, 1965

Region I - Boston, Massachusetts

	<u>Amount of Support</u>
<u>Connecticut</u>	
Wallace Roby	\$ 64.80
<u>Maine</u>	
Philip A. Ammas	48.00
Joseph J. Devitt	94.60
Stanley L. Freeman, Jr.	98.40
Philip C. Libby	99.15
Ronald Logan	84.00
William T. Logan	-0-
Carroll R. McGary	64.60
<u>Massachusetts</u>	
Richard P. Charlton	32.00
Joseph E. Killory	56.00
Frederick A. Small	40.00
Everett G. Thistle	40.60
John Torosian	66.80
<u>New Hampshire</u>	
Paul R. Fillion	54.00
Lewis F. Foote	65.30
<u>Rhode Island</u>	
Edward J. Condon	56.00
Edward T. Costa	67.50
Arthur T. Geoghegan	48.80
Charles P. Hollstein	52.10
<u>Vermont</u>	
Richard A. Dowd	96.00
Walter D. Gallagher	108.00
Raymond B. Magwire	90.20
Karlene V. Russell	71.90
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Sub-total	\$1426.85

Region I, continued

<u>Staff</u>
Dr. Robert Chin (Chairman) Human Relations Center Boston University
Dr. James M. Burke Educational Consultant Connecticut Department of Education
Dr. John D. Herzog Harvard Graduate School of Education
Dr. Donald C. Klein Human Relations Center Boston University

Region II - New York, New York

	<u>Amount of Support</u>
<u>Delaware</u>	
W. Franklin Barr	\$ 60.20
D. Russell Friend	68.15
Ruth M. Laws	69.70
Elizabeth C. Lloyd	66.55
Marian B. Miller	67.00
W. A. Proctor	70.98
Howard E. Row	81.32
Robert B. Rowen	-0-
Dustin W. Wilson, Jr.	66.82
<u>New Jersey</u>	
Minerva F. Desing	64.00
Louis A. Dughl	32.40
W. Frank Johnson	64.40
Sam Matarazzo	34.40
Ellmore H. Slaybaugh	65.35

Region II, New Jersey, continued

Amount of Support

Harold K. Smith	\$ 55.00
Carl W. Swanson	65.48
David Tankel	47.98
Anne R. Tantum	37.48

New York

Sigmund Abeles	55.50
James Cabeceiras	106.30
Louis T. DiZorenzo	49.00
Eileen M. Kelly	87.80
Lon Kleinman	-0-
Leslie D. McLean	-0-
Egon Mermelstein	59.50
Irving Rothchild	55.53
Gerald H. Wohlferd	45.50

Pennsylvania

Edwin B. Carakadon	110.70
Henry J. Gatski	103.69
John E. Kosoloski	106.18
Mervin E. Manning	90.48
Guy Minadso	124.45
Walbert Murphy	90.35

Sub-total \$1957.86

Staff

Dr. Edmund J. Amidon (Chairman)  
Group Dynamics Center  
Temple University

Dr. Wesley Dorn  
Maryland Advisory Council for Higher  
Education

Dr. Robert Hayes  
Bureau of Research  
Pennsylvania Department of Public  
Instruction

Dr. Donald Medley  
Educational Testing Service

Region III, Charlottesville, Virginia

Amount of Support

\$

Kentucky

Eugene Camio	140.34
Eddie W. Belcher	136.45
James C. Farmer	135.40
Burtis Franklin	120.30
W. R. McNeill	-0-
Newman Walker	167.90

Maryland

J. Edward Andrews, Jr.	56.00
Mae Graham	40.00
James W. Jacobs	96.00
Richard W. McKay	40.00
Thomas W. Pyles	56.00

North Carolina

Joseph L. Cashwell	100.80
Thelma L. Cumbo	56.00
Myrtle M. Haigwood	56.00
Woodrow B. Sugg	100.80
Bert W. Westbrook	56.00

Puerto Rico

Charles O. Hamill	206.50
Eduardo J. Rivera-Medina	198.00

Virgin Islands

Huldah A. Joseph	241.60
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Virginia

Oren R. Counts	81.00
Frank H. Elliott	56.00
Clarence L. Kent	56.00
William C. Overton	84.50
Robert W. Parlier	-0-
George G. Tankard, Jr.	51.10
Alton L. Taylor	71.00
James W. Tyler	71.00

West Virginia

Lawrence G. Derthick, Jr.	103.85
Daniel B. Taylor	119.10

Sub-total \$2562.24

Region III, continued

Staff

Dr. Stuart Gilbreath (Chairman)  
Testing & Counseling Center  
University of Cincinnati

Dr. Robert P. Beynon  
Division of Research  
Ohio Department of Education

Dr. Egon Guba  
Bureau of Educational Research and  
Service  
Ohio State University

Dr. Lawrence E. Schlesinger  
George Washington University

Region IV - Atlanta, Georgia

	<u>Amount of Support</u>
<u>Alabama</u>	
J. Clyde Blair	\$ 87.00
J. H. Boockholdt	91.00
Erline Curloe	92.00
W. Morrisen McCall	89.70
Clifton Nash	93.00
Annie M. Turner	96.40
<u>Arizona</u>	
Elizabeth Taspcott	256.80
<u>Florida</u>	
C. N. Fagan, Jr.	112.14
Rodney P. Smith, Jr.	101.00
I. M. Wade	95.69
<u>Georgia</u>	
Jeff L. Cain	69.80
R. C. Baemon	4.00
Harry L. Bowman	-0-
C. H. Huff	54.40
Sam S. Jossey	101.00
John E. Robinson	110.28
Daughtry L. Thomas	56.00

Region IV, continued

	<u>Amount of Support</u>
<u>Kentucky</u>	
D. C. Anderson	\$ 113.89
Stella A. Edwards	117.44
Claude A. Taylor	113.90
Fred. D. Williams	129.42
<u>Mississippi</u>	
Ralph Brewer	121.70
W. L. Hearn	90.10
Ruby M. Thompson	122.20
A. G. Shepherd, Jr.	121.20
<u>South Carolina</u>	
Sidney B. Cooper	92.20
Harris A. Marshall	90.43
Donald C. Pearce	91.70
William B. Royster	88.23
<u>Tennessee</u>	
John R. Cox	-0-
E. B. Eller	-0-
Vernon L. Johnson	100.00
John R. Lovegrove	-0-
Willis C. Nowell	98.60
<u>Sub-total</u>	\$3001.22
<u>Staff</u>	
Dr. Robert S. Soar (Chairman) Group Dynamics Center Temple University	
Dr. Homer C. Cooper Social Science Research Center University of Georgia	
Dr. Robert Newton Pre-School Child Study Research Project	
Dr. Paul Penningroth Southern Regional Education Board	



Western Regions  
October 24-27, 1965

Region VI, Kansas City, Missouri

Amount of  
Support  
Luncheons for staff and participants,  
paid for by National Training Labora-  
tories, and deducted from their per  
diem. \$ 193.19

Iowa

William M. Baley 86.15  
James E. Bowman 85.46  
Richard D. Brooks 83.95  
Ralph Van Dusseldorp 103.45  
Giles J. Smith 86.05

Kansas

G. L. Cleland 56.55  
T. William Goodwin 63.95  
James E. Marshall 65.45  
Henry A. Parker 64.45  
Charles B. Watkins 70.75  
Lyle Welch 48.95

Kentucky

Sidney Simandle 124.65

Minnesota

Reynold Erickson 104.55  
G. Dean Miller 115.05  
Gordon Minichler 101.05

Missouri

Charles E. Blackman 68.25  
Edmund L. Downey 56.45  
David Latimer 91.47  
John T. Lawrence 68.15  
Lewis W. Ogle 59.09  
Donald R. Shire 65.95

North Dakota

Glenn R. Dolan 164.45  
Kieran L. Dooley 173.05

Region VI, continued

Amount of  
Support  
Rhode Island  
Steward R. Essex \$ 204.45  
-----  
Sub-total \$2404.96

Staff

Dr. J. Weldon Moffitt (Chairman)  
Brigham Young University

Dr. Clyde Baer  
Division of Research & Development  
School District of Kansas City

Dr. Robert P. Beynon  
Division of Research  
Ohio Department of Education

Dr. Max R. Goodson  
Research & Development Center  
University of Wisconsin

Region VII, Dallas, Texas

Arkansas

Andy F. Aldridge 107.60  
Ray E. Bruce 122.88  
Hugh Lovett 108.60  
LeRoy Pennington 108.60  
Ralph B. Riley 105.00  
Leon L. Wilson 109.60

Canal Zone

Ellis L. Fawcett 344.60  
William O. Garber 344.60  
Carl F. Maedi 344.60  
David A. Speir, Jr. 344.60  
Clyde A. Willman 344.60

Region VII, continued

Region VII, continued

	<u>Amount of Support</u>
<u>Louisiana</u>	
Joe W. Campbell	\$ 120.36
George Feyerabend	136.41
John E. Fitzpatrick	115.60
Charles R. Jarreau	154.75
Murray I. Jones	124.36
Donald L. Kennedy	79.40
Louis B. Roth, Jr.	133.15
Robert E. Wall	144.68

<u>New Mexico</u>	
F. E. Atkinson	139.80
Henry B. Hammer	133.65
Robert J. Myers	133.40
Robert A. Swanson	129.90
Calloway Taulbee	133.15

<u>Oklahoma</u>	
Merle Collins	100.00
John C. Egermeier	118.20
Gerald D. Kidd	56.00
Paul I. McCloud	105.00
Tommy Sullivan	106.50
James H. Petree	56.00
J. F. Thompson	100.00
Maurice P. Walraven	100.00

<u>Texas</u>	
Julian Biggers	56.00
D. Frank Clark	98.20
H. Bennett Cooksey	82.00
John R. Guemple	56.00
James F. Jeffrey	96.00
William T. Kinnell	96.00
Guy B. McNeil	98.20
Charles W. Nix	56.00
H. E. Phillips	58.65
Tom W. Porter	63.20
Richard D. Slater	104.20
Elly L. Turney	64.60

	<u>Amount of Support</u>
<u>Washington, D.C.</u>	
Mildred P. Cooper	\$ 230.50
Joseph M. Carroll	236.55
Elizabeth V. Lindsay	228.50
Harry B. Rutherford	228.50
-----	
<u>Sub-total</u>	\$6602.69

<u>Staff</u>	
Dr. Marie Hughes	
College of Education	
University of Arizona	
Dr. Elbert D. Brooks	
Tucson Public Schools	
Dr. Frances Hine	
Office of Los Angeles County	
Supervisor of Schools	
Dr. Kenneth MacIntyre	
Department of Education	
University of Texas	

Region VIII, Denver, Colorado

<u>Colorado</u>	
Kenneth B. Ashcraft	-0-
Paul G. Bethke	-0-
Edward A. Brainard	11.79
Lewis R. Crum	-0-
Richard M. Fawley	24.00
John L. Hayman, Jr.	24.00
Herbert H. Hughes	26.00
Gerald F. Ulrich	21.00
Arthur R. Olson	73.00
Ward M. Vining	18.00
Russell B. Vlaanderer	-0-

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Region VIII, continued

	<u>Amount of Support</u>
<u>Idaho</u>	
D. H. Beary	\$ 155.00
Harold T. Farley	154.50
Maynard G. Lewis	153.50
Camden B. Meyer	158.15
Robert E. Neal	153.50
Andrew L. Smith	197.00

<u>Kansas</u>	
Ralph A. Forsythe	16.75

<u>Montana</u>	
George R. Bandy	169.70
Shelby O. Bewley	194.24
Wayne Grames	164.30
Marie Mastorovich	164.30
Paul T. O'Hara	128.66
Robert C. Roberts	167.60

<u>Utah</u>	
Maurice C. Barnett	116.05
Harry P. Bluhm	115.80
Walter R. Borg	129.20
James W. Dunn	127.80
Ruion R. Garfield	122.80
Le Mora L. Losee	120.50
Elwin Nielsen	113.30
Quentin E. Utley	116.30
Ray D. Warner	129.20

<u>Wyoming</u>	
Harold R. Goff	81.65
Paul G. Graves	74.00
Blaine Ronne	100.00
Ruth Schmitt	97.50
Albert B. Schultz	107.40
Dean P. Talagan	60.40
Sidney C. Werner	81.65

-----  
Sub-total                    \$3564.54

Staff

Dr. Norman N. Paris (Chairman)  
Testing & Counseling Center  
University of Cincinnati

Region VIII, continued

Dr. Phillip Daniels  
Brigham Young University

Dr. Nicholas P. Georgiady  
Michigan Department of Public  
Instruction

Dr. Kenneth Hopkins  
School of Education  
University of Colorado

Region IX - San Francisco, California

	<u>Amount of Support</u>
<u>Alaska</u>	
Nathaniel H. Cole	\$ 292.90
Jeff C. Jeffers	295.40
Winifred D. Lande	276.70
William R. Marsh	276.70
Robert L. Thomas	292.50

<u>Arizona</u>	
W. Maurice Gemmell	144.45
Ralph Goitia	133.60
Herschel Hooper	145.95
Charles R. McDowell	133.60
Fred L. Schmitt	155.35

<u>California</u>	
Ray L. Sweigert, Jr.	83.75

<u>Hawaii</u>	
Ronald L. Johnson	266.20
Clarence N. Masumotoya	267.30

<u>Idaho</u>	
Ross E. Barney	131.50

<u>Nevada</u>	
John R. Gamble	82.95
Robert L. Lloyd, Jr.	82.95
Donald K. Perry	82.95
Gerald R. Shelby	84.35
Byron F. Stetler	88.25

Region IX, continued

	<u>Amount of Support</u>
<u>Oregon</u>	\$
Milt R. Baum	131.00
Willard Bear	131.00
Maynard L. Christensen	131.00
James B. Ellingson	123.00
Austin E. Haddock	146.40
Luis E. Morales	136.60

<u>Washington</u>	
Marjorie Mottichaw Anderson	142.90
James W. Hardie	112.67
Ernest G. Kramer	153.20
Alan W. Metcalf	142.90
Harold G. Smith	142.90

-----  
Sub-total                    \$ 4655.37

Staff

Dr. Peter Lenrow (Chairman)  
University of California

Dr. Jay E. Jongeward  
Washington Department of Public  
Instruction

Dr. Mary D. Martin  
Office of Los Angeles County Super-  
visor of Schools

Dr. Arthur P. Coladarci  
Stanford University

TOTAL AMOUNT OF SUPPORT    30,716.25

~~\$20,101.37~~

**APPENDIX B**

**A GUIDE TO  
EVALUATION OF TITLE I  
of the  
ELEMENTARY AND SECONDARY EDUCATION ACT  
of 1965**

by  
**LAWRENCE E. SCHLESINGER, Ph.D.**

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**References**

**Bibliography**